

Everything I Learned About Gifted Kids I Found in Children's Literature

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Using the Common Core with Gifted and Advanced Learners

“Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. **The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.**”

• from the Common Core State Standards for Reading: Foundational Skills

“Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace.”

-from the Common Core State Standards, Appendix A

From CCSS Key Considerations:

- **#3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school.** For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
- **#4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students** who are well below or **well above grade-level expectations.** No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

Using the Common Core with Gifted and Advanced Learners

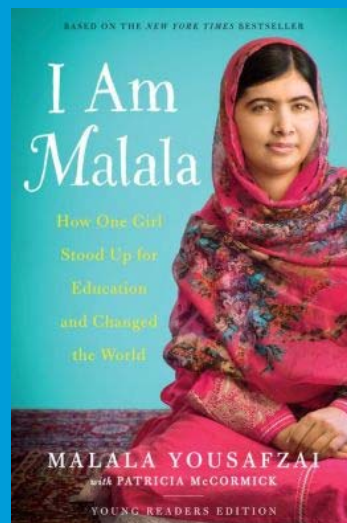
- Many of the standards run throughout the grade levels with minor adjustments.
 - Example:
 - 1.1: Ask and answer questions about key details in a text.
 - 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Taken from CCSS ELA Informational Text

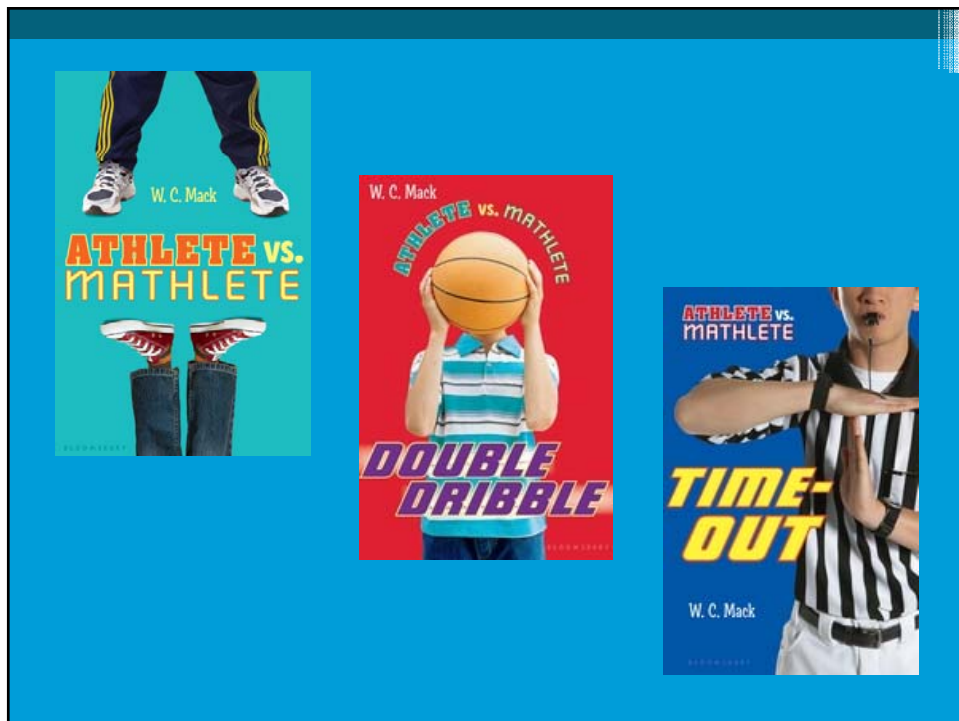
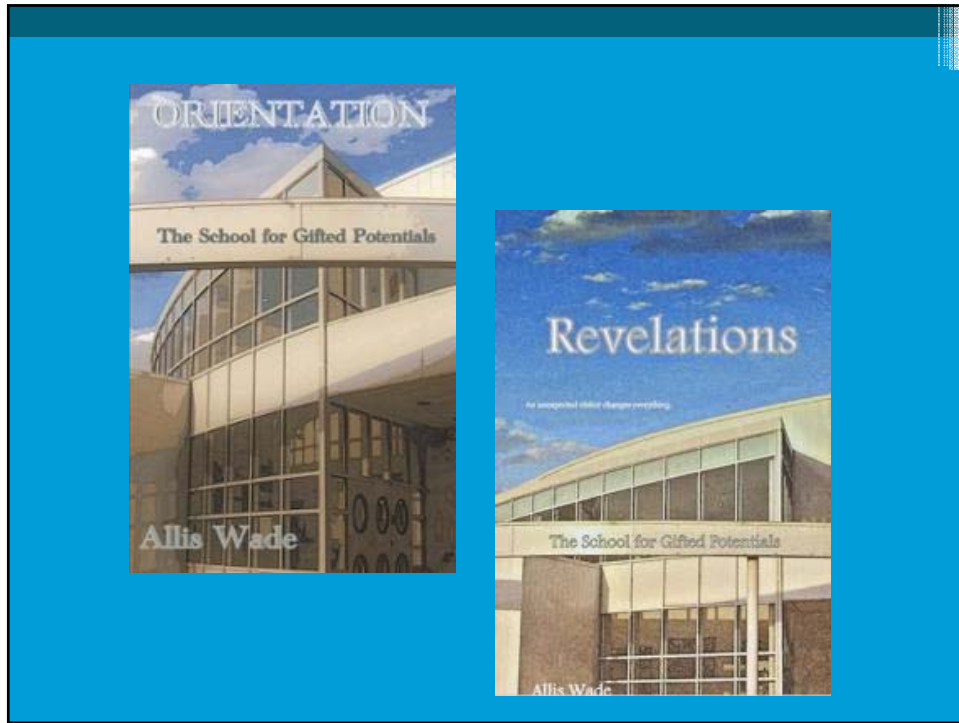
"Stories are like air to me, I breathe them in and let them out over and over again."

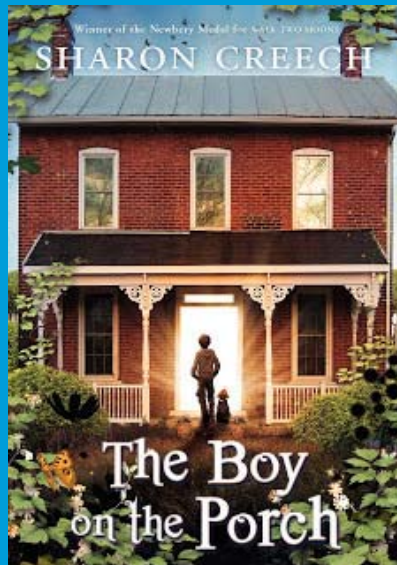
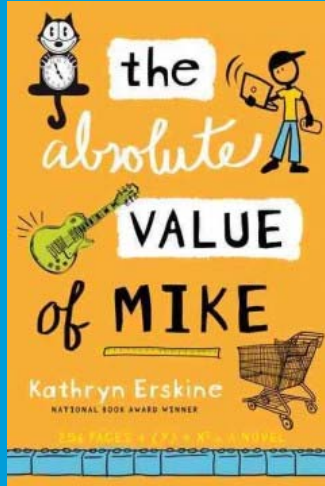
-Jacqueline Woodson

A Few Things to Consider:

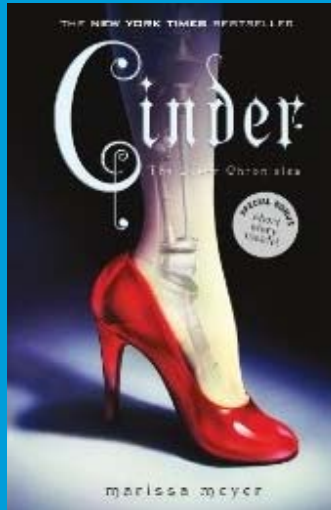
- What gifted behaviors do characters exhibit?
- What part do those gifted behaviors play in the story?
- Who recognizes the gifted behaviors, and how do they react?
- Is giftedness valued in the story?
- How do characters that exhibit gifted behaviors struggle to fit in and find an identity?
- Is the giftedness exhibited by the main character, secondary character(s) or both?



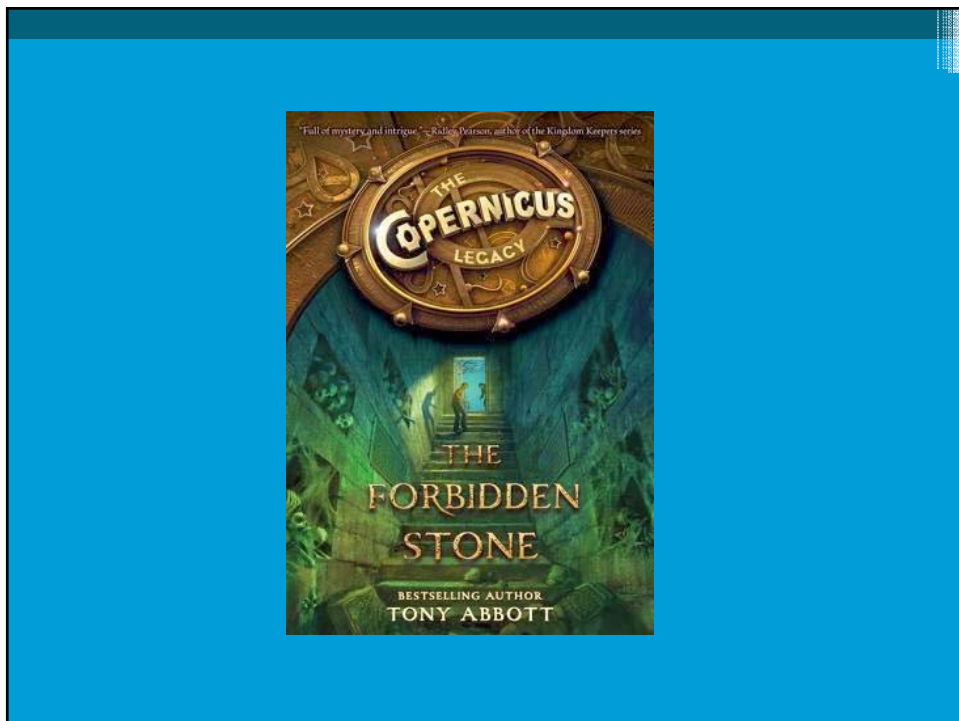
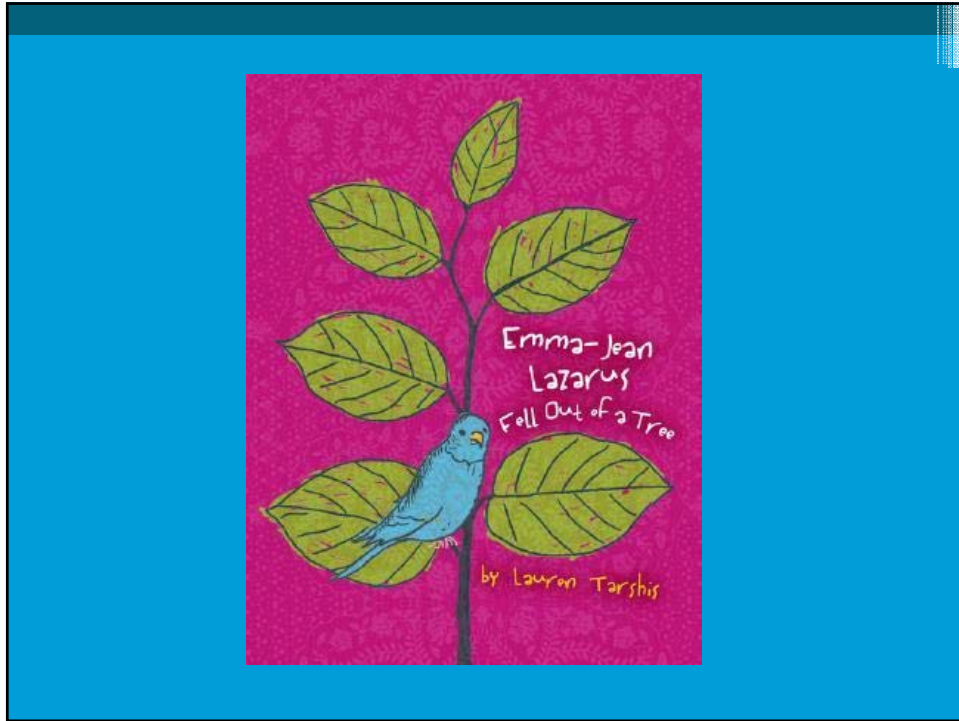


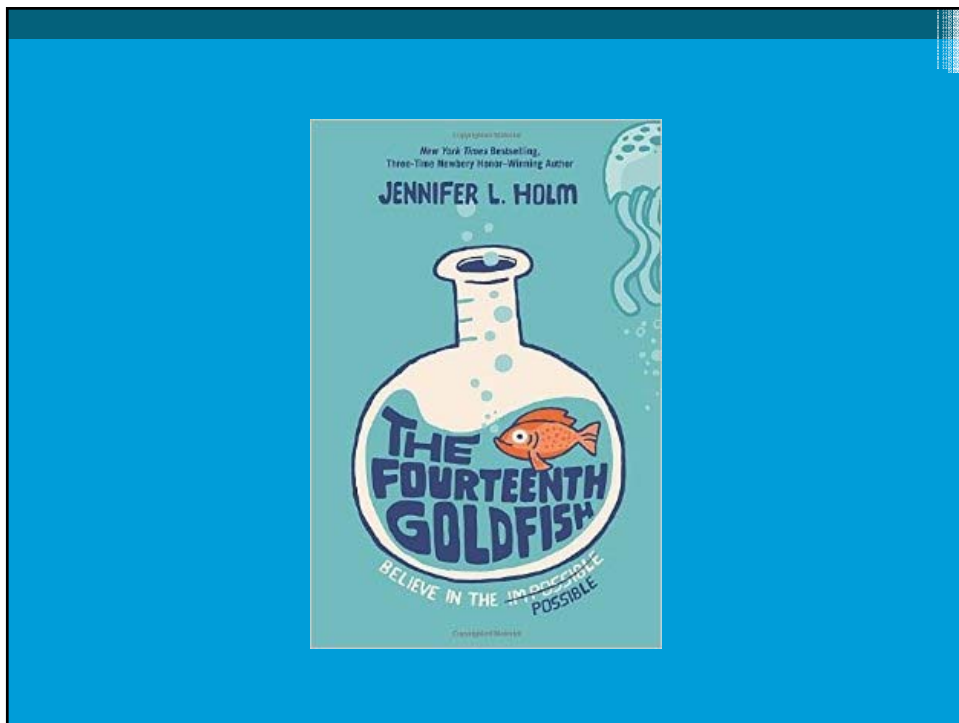
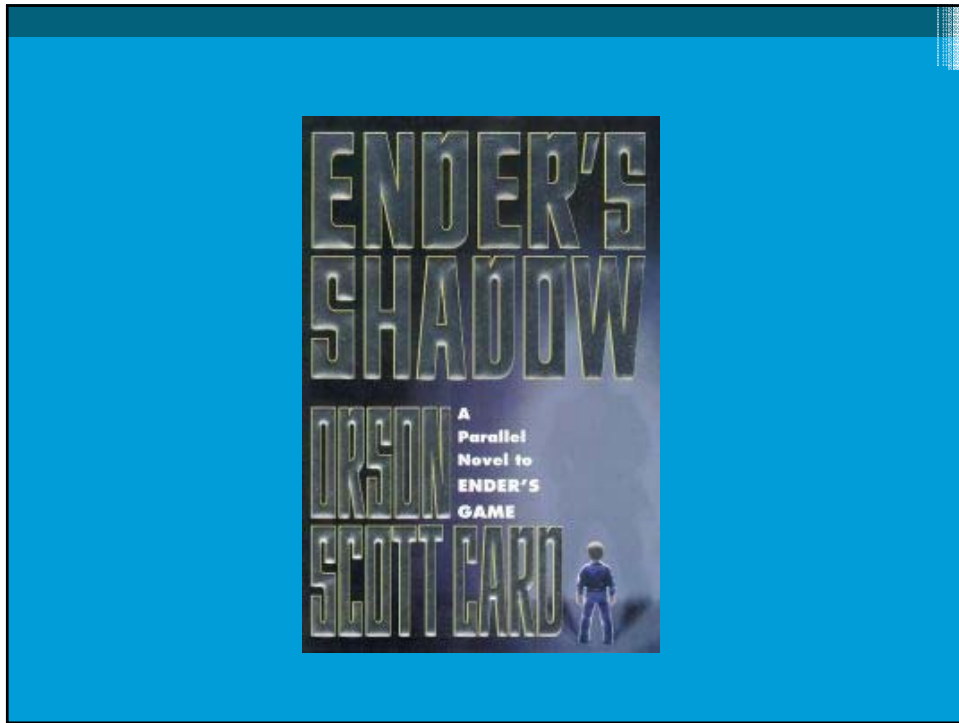


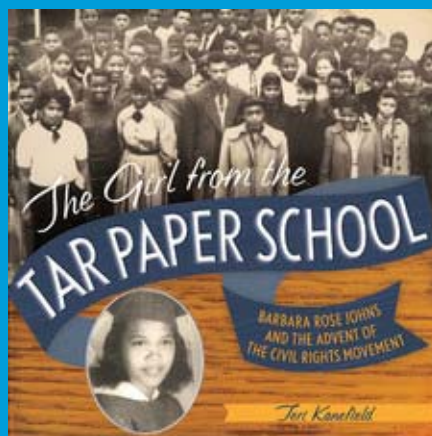
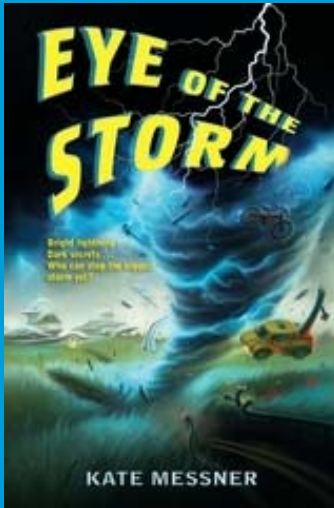


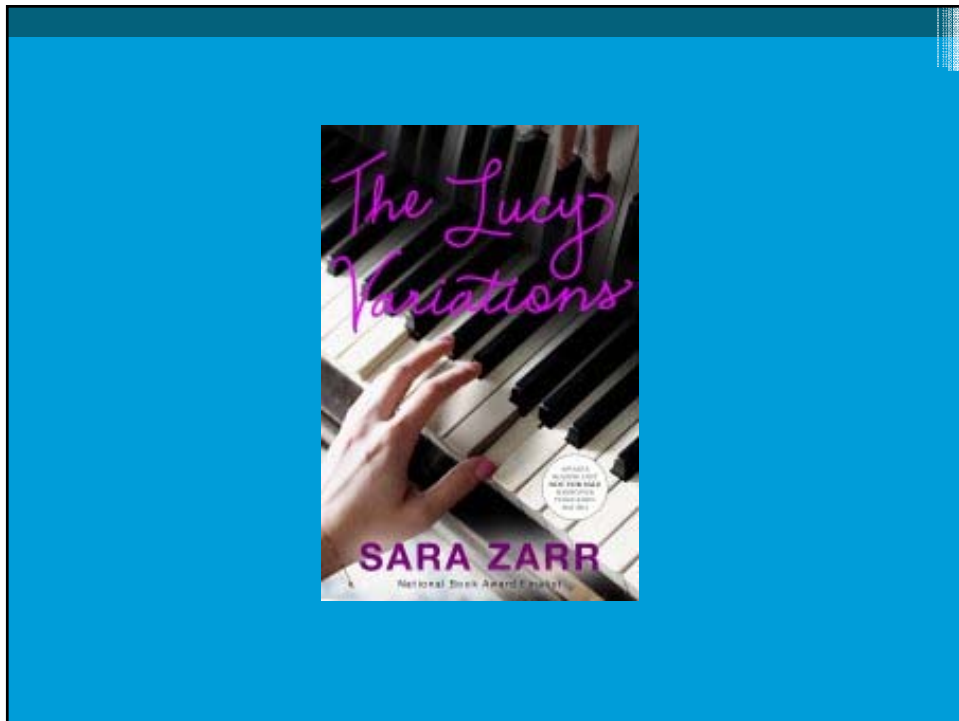
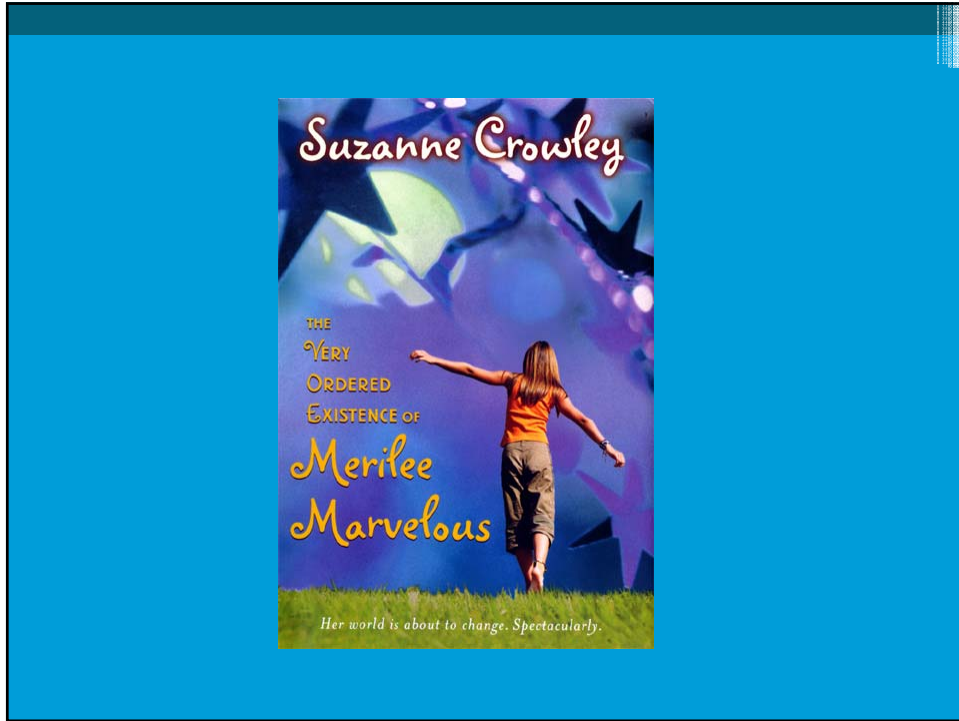


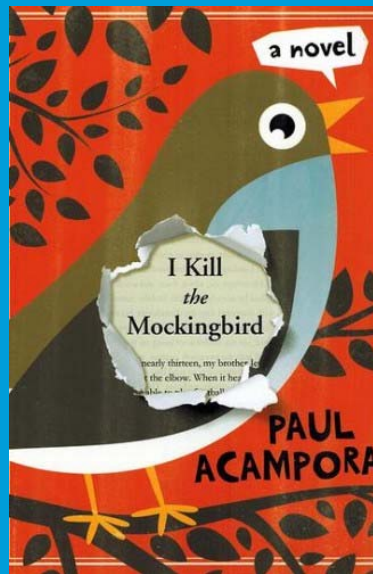


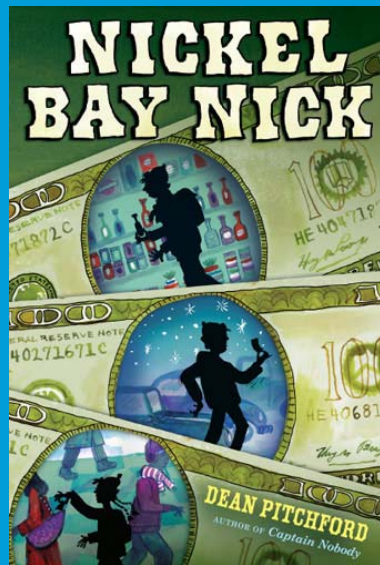
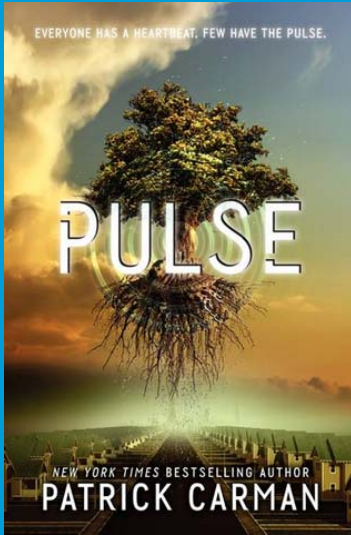


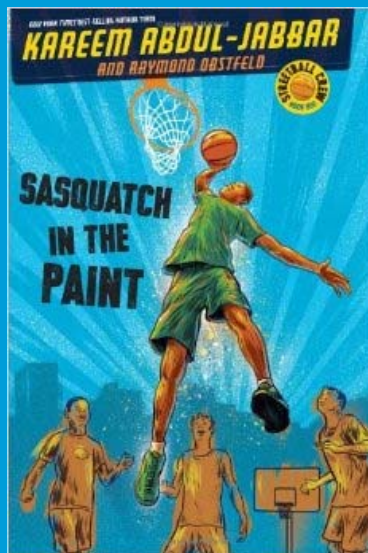
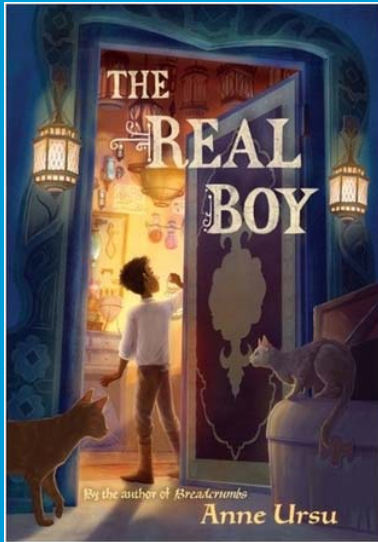


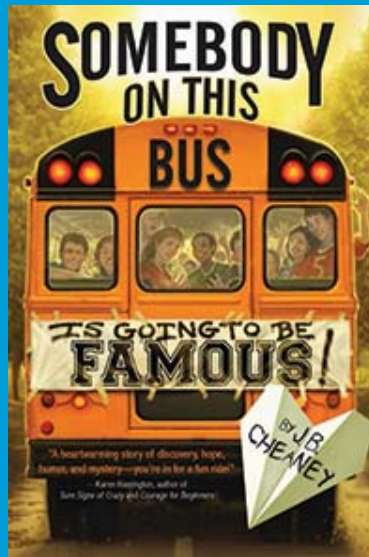
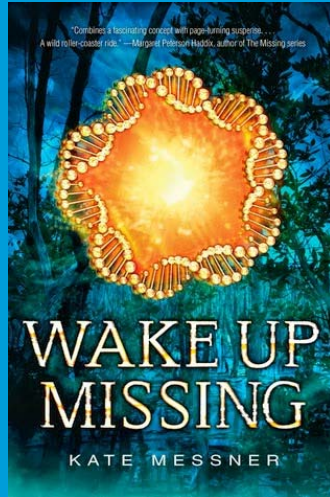


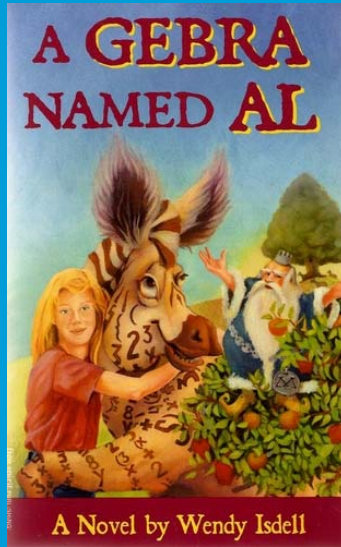


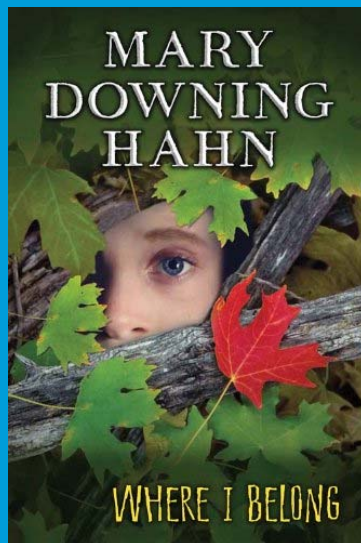
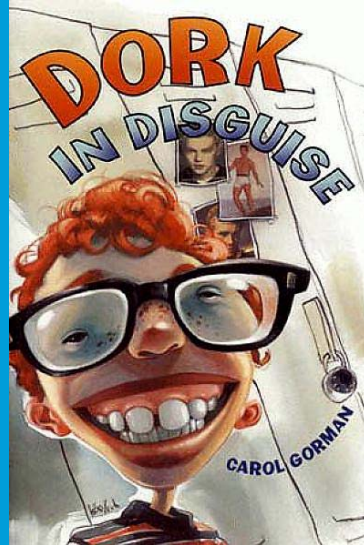












“Outside of a dog,
a book is man’s best friend.
Inside of a dog,
it’s too dark to read.”

-Groucho Marx